

2020

AP[®]

 CollegeBoard

AP[®] English Language and Composition

Scoring Guidelines - Kennedy

Rhetorical Analysis

6 points

The John F. Kennedy Presidential Library and Museum, dedicated in 1979, was founded in memory of the president and contains archives pertaining to his administration. On June 24, 1985, then President Ronald Reagan joined members of the Kennedy family at a fundraising event to help the Kennedy Library Foundation create an endowment to fund and support the presidential library. The following is an excerpt from the speech Reagan gave at that event. Read the passage carefully. Write an essay that analyzes the rhetorical choices Reagan makes to achieve his purpose of paying tribute to John F. Kennedy.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

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Scoring Criteria	
<p>Row A Thesis (0-1 points)</p>	<p>0 points For any of the following:</p> <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt.
	<p>1 point Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Only restate the prompt. • Fail to address the rhetorical choices the writer of the passage makes. • Describe or repeat the passage rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Respond to the prompt rather than restate or rephrase the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Reagan makes to achieve his purpose of paying tribute to John F. Kennedy.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>“During a speech to create an endowment to fund and support the John F. Kennedy Presidential Library and Museum, President Ronald Reagan makes rhetorical choices to achieve his purpose of paying tribute to Kennedy.”</i> <p>Make a claim but do not address the writer’s rhetorical choices</p> <ul style="list-style-type: none"> • <i>“President Ronald Reagan pays an amazing tribute to John F. Kennedy to suggest that JFK was a beloved leader around the world.”</i> <p>Repeat provided information from the passage</p> <ul style="list-style-type: none"> • <i>“Throughout the speech Reagan makes many rhetorical choices that help him show how Kennedy’s ‘virtue, genius—and contradictions’ deserve our attention.”</i> 	<p>Examples that earn this point:</p> <p>Present a defensible thesis that analyzes the writer’s rhetorical choices</p> <ul style="list-style-type: none"> • <i>“Reagan’s speech about the late John F. Kennedy pays a respectful tribute by opening with a shared perspective to interact with the audience, using examples to reflect the way Kennedy has been remembered, and ends the speech with a declaration of the ways he has been influenced.”</i> • <i>“As Reagan began his speech, he spoke about how Kennedy was a very inspirational man because of his patriotism. Reagan does this by using rhetorical devices such as metaphors and diction.”</i> • <i>“By introducing a counterargument followed by its refutation, Reagan argues that Kennedy was a hardworking leader that demonstrates American values.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 	

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Scoring Criteria						
<p>Row B Evidence AND Commentary (0-4 points)</p>	<p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one rhetorical choice in the passage contributes to the writer’s argument, purpose, or message.</p>	<p>4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple rhetorical choices in the passage contribute to the writer’s argument, purpose, or message.</p>	
	Decision Rules and Scoring Notes					
	<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary or description of a passage rather than specific details or techniques. • Mention rhetorical choices with little or no explanation. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer’s use of rhetorical choices contributes to the student’s interpretation of the passage. 	
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage. 					

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		Scoring Criteria		
Row C Sophistication (0-1 points)	0 points	Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.	
	Decision Rules and Scoring Notes			
	Responses that do not earn this point:		Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:	
	<ul style="list-style-type: none"> • Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). • Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text. • Oversimplify complexities in the text. • Use complicated or complex sentences or language that is ineffective because it does not enhance the analysis. 		<ol style="list-style-type: none"> 1. Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation). 2. Explaining a purpose or function of the passage’s complexities or tensions. 3. Employing a style that is consistently vivid and persuasive. 	
Additional Notes:				
<ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the argument, not merely a phrase or reference. 				